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in the churches and institutions needing any assistance of that sort.

Fifteen standard units for entrance are required and beginning with the session next fall, no entrance conditions will be allowed. Standard college work for four years is required for graduation with the A.B. or B.S. degree. Diplomas in music and art are also granted after four years of work in those subjects. No post-graduate work is undertaken. This year there are four hundred and thirty-six students and forty-seven in the faculty.

A system of student government prevails in the College, the basis of which is a set of regulations submitted by the faculty and adopted by the students. The executive committee of the Student Government Association has general oversight of order and deportment among the students. An advisory committee from the faculty, however, assists the students in the solving of difficult problems. The restrictions imposed by this system of government are believed to be only those which will tend to bring about a normal, wholesome student life.

The endowment has now passed the three hundred thousand dollar mark. In addition to the income from the endowment, the denomination gives fifteen

thousand dollars a year for current expenses and there is a fund of five thousand dollars for current expenses received from other sources.

The ground on which Meredith College is situated is so limited that at the meeting of the trustees last May it was voted to remove the institution to some site near Raleigh and build anew. The purpose of the trustees is to secure not less than one hundred acres of land to have room, not only for the future growth of the institution, but for recreation for the students and faculty.

It is a matter of general observation that the demand for college education is ever increasing and it will require the best efforts of all our institutions to provide for those who are seeking that sort of training. Meredith College is going to make every effort to meet its responsibility in this connection. A definite ground to be covered has been selected and we are proposing to adhere closely to such limits. The desire is to give the best sort of cultural training and lay a foundation that can be built upon easily and securely. For this reason we are not undertaking to carry on so many lines of work as to draw from the efficiency with which the work ought to be done. We are doing intensive work, covering our courses thoroughly.

## THE NORTH CAROLINA STATE COLLEGE OF AGRICULTURE AND ENGINEERING

### *The State's Great Technical Institution*

By DR. W. C. RIDDICK, President  
West Raleigh, N. C.

THE NORTH CAROLINA State College of Agriculture and Engineering is of such recent establishment that its entire history may almost be classed as current events. The idea of the institu-

tion seems to have been first conceived in the minds of a few young men in Raleigh, members of what was known as the Watauga Club. While older men were yet dreaming dreams of our state as it existed before



STATE COLLEGE R. O. T. C. REGIMENT IN CLOSE LINE. COLLEGE BUILDINGS  
IN THE BACKGROUND

the Civil War, these young men began to see visions of a new state adapting itself to the new conditions by educating and training its young men for work in the development of its unparalleled resources—a state in which agriculture, which had gone steadily backward since the war, would again become supreme, a state filled with cotton factories and other manufacturing enterprises, which would change her raw material into finished products while giving employment to thousands of happy, intelligent and contented citizens. A state whose enormous water power would be developed to drive the machinery of those factories and whose systems of railroads would greatly enlarge and improve.

Thinking people, when the matter was brought to their attention caught the inspiration and begun to ask: "If some are educated for the law, the school-room, medicine, and the ministry, why should not others be educated for the farm, factory, shop and laboratory, and other productive occupations?"

There could be only one answer to this question, and that answer was given by the Legislature of 1887 when it established an industrial college, "the leading object of which would be without excluding other scientific and classical subjects, to teach such branches of learning as are related to agriculture, engineering, and manufacturing in order to promote the liberal and practical education of the industrial classes in the several pursuits and profession of life."

Such is the charter of the North Carolina State College of Agriculture and Engineering. It may well be called the magna charta of the state's agricultural and industrial freedom.

In October, 1889, State College opened its doors for the reception of students. Seventy-two students matriculated during the first year. When the College began work there were eight teachers, including the president, Dr. Alexander J. Holladay. There was one building, the old administration building, now known as Holladay Hall, 170 feet by 60 feet in size, part one story and basement, part three stories with basement. The College owned about sixty acres of land.

At the present time, North Carolina has invested in the College plant approximately \$2,000,000, this amount being represented in the 32 modern buildings, (two others are now under construction at a cost of \$300,000), 486 acres of land, and in laboratory, shop and scientific equipment. Another half million dollars will be expended this year in permanent improvements. During this year 1,140 students have been registered and the faculty numbers 107.

In the 32 years of its history the College has grad-

uated 1,250 students, more than half of whom have settled in North Carolina where they are contributing very materially to the industrial life and development of the state. In addition to the graduates, over 7,000 men have come under its influence for varying periods of time.

The College does not confine its work to resident students. Through its experiment station, which is continually collecting and disseminating valuable information to the farmers of the state; through its extension service, which does not merely teach but demonstrates, through its farmers' and farm women's conventions, its boys' and girls' clubs, correspondence courses, and lectures by its faculty—through all these agencies and many others, the college is striving to reach and help every citizen of the state in whom there is a spark of ambition to learn.

The establishment of a summer school for teachers, in which courses for college entrance and college credit are also given, makes the college an all-the-year enterprise, busy throughout practically the whole twelve months of the year.

The college is an institution where young men of character, energy, and ambition may fit themselves for useful and honorable work in many lines of industry in which education, training and skill are requisites to success. It is intended to train farmers, mechanics, engineers, architects, draftsmen, machinists, electricians, miners, metallurgists, chemists, dyers, mill workers, manufacturers, stock raisers, fruit growers, truckers, and dairymen, by giving them not only a liberal but also a special education, with such manual and technical training as will qualify them for their future work. Fifteen units of credit are required for unconditioned admission to any of the four year courses.

The College has not failed to encourage interest in various worth-while student activities looking towards a well-rounded college life. The Young Men's Christian Association is a voluntary organization among the students for the purpose of centralizing and directing the moral and religious life of the student body. The work is under the direction of a General Secretary, who is employed to give his entire time to the work. The Y. M. C. A. occupies its own building, which was erected in 1913 at a cost of \$41,000. This building is conveniently located and is the center of campus life.

It is the aim of the College to encourage general participation in athletic sports by the students. In order to promote interest, College teams are allowed to play a limited number of games with the teams of other colleges, while all students are allowed and

encouraged to take part in intra-mural games. The athletic association employs a director who devotes all of his time to the interests of the association. Under his direction and the direction of his assistants, practice is promoted in football, baseball, basketball, track, and various forms of mass athletics.

Such college organizations are encouraged as tend to form good character, to develop manly vigor, and to promote literary, scientific, and technical research

and training. In each department of the College, the students have organized a scientific society which meets at stated intervals to discuss and study recent developments in their particular field. Several of these societies are affiliated with national organizations. The two literary societies afford excellent opportunities for practice in declamation, debate, composition, and parliamentary law, as well as opportunities for social pleasure and recreation.

## TRINITY IN THE SERVICE OF PUBLIC EDUCATION

By PRESIDENT WM. P. FEW  
Durham, N. C.

I HAVE WRITTEN this article in the thought that teachers who read the Journal might be interested in a brief recital of the service of Trinity College to teaching and public education.

It has been commonly believed that institutions of higher education in North Carolina arose out of the aristocratic or the ecclesiastical conception of education. Mr. Walter H. Page in "The Forgotten Man," has pointed out that the "first conception of education (in North Carolina) was the aristocratic conception, and the first system of teaching was controlled by those who held political power. It did not touch the masses." I doubt not that this is a fair statement of fact concerning the founding of the state universities in this and most of the older Southern States. The statement is incidentally borne out by a question asked by Braxton Craven of Governor Swain in a letter in which he wrote in 1852 concerning the establishment of Normal, later Trinity, College: "Can Normal College be made a state institution, standing in the same relation to teaching and general education that Chapel Hill occupies in relation to polite literature and state-manship?"

Mr. Page holds to the commonly accepted theory as to the second controlling idea in the rise of North Carolina colleges. "Later," he says, "than the aristocratic system of education and overlapping it came the ecclesiastical system. At first they (the denominational colleges) were established for the education of preachers, but they broadened their field of labor and became schools of general culture." But neither of these conceptions accounts for the origin of Trinity College. "Teaching and general education," according to Dr. Craven in the letter just quoted, are the main ends Trinity College was set from the beginning to promote.

The beginnings of Trinity go back to 1838. It was first Union Institute, then Normal College and finally

Trinity College. In 1838 Union Institute was established in Randolph County. The public school system of North Carolina was inaugurated in 1840, and the need of institutions for the training of teachers was felt immediately. In 1848 teacher-training courses were added to the academy. In 1851 a new charter was secured, and the academy became, and remained until 1859, Normal College. In 1852 the institution was authorized to confer degrees and license teachers of public schools. The state loaned Normal College ten thousand dollars with which to erect a suitable building. The governor was chairman, and the state superintendent of public instruction secretary of the board of trustees.

Braxton Craven became principal of Union Institute in 1842, and in due course president of Normal and then of Trinity College. Dr. E. C. Brooks sums up the whole evidence for Braxton Craven's service to public education when he says Dr. Craven's was the only strong voice in the state that was heard in that era when public education was having its first trial in the South.

Thus unmistakable as is the position of the College during the first era of public education in the state, the record in the second period is equally clear. President Crowell in a notable open letter to the General Assembly of North Carolina, in January, 1891, strikes the same note:

"I place at the head of *A Program of Progress* the matter of increasing annually the appropriation for the public schools of the state."

President Kilgo's attitude towards public schools was made clear in the resolutions which he proposed and the North Carolina Conference adopted in 1896:

"That we regard the free public schools a necessity to the state, and we declare ourselves fully in sympathy with them. These schools are for the people, and